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ABSTRACT

The 1988 assessment of U.S. history objectives by the National Assessment of Educational Progress (NAEP) is the first such assessment in U.S. history. This booklet presents a framework of objectives for U.S. history courses, including: (1) the chronology of people, events, documents, and interrelationships that form U.S. history; (2) the context of political, economic, cultural, social, and intellectual life within each chronological period; and (3) the reasoning skills necessary to expand knowledge, extend inquiry, and understand how the past is interpreted. The bulk of the booklet is an outline of eight historical periods in U.S. history, from exploration and colonization to the present, and suggested percentage distributions of course work for grade 4, 8, and 12. The outline, which includes more elaboration in the last two periods, covering World War II to the present, is not intended to be definitive; it includes subjects considered of central importance to the teaching of history and is presented as a guide to development of questions for the history assessment. Also included in this booklet is a list of advisory committee members, development consultants, and reviewers who participated in the development of the history objectives. (JGL)

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UNITED STATES HISTORY OBJECTIVES

1988 ASSESSMENT

AUGUST 1987

National Assessment of Educational Progress
CN 6710
Princeton, NJ 08541-6710

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Introduction & overview

The Development Process

Since 1969, the Nation's Report Card, NAEP (National Assessment of Educational Progress) has been responsible for collecting information about the educational achievement of our nation's youth in a variety of subject areas. These areas have included reading, mathematics, writing, science, music, art, literature, computer competence, citizenship, and social studies. The assessment of students' understanding and knowledge about United States history represents a new subject area for NAEP. Although a knowledge probe was given to 11th graders and 17-year-olds as part of the recent Foundations of Literacy assessment in 1986, United States history will now be covered for the first time in a national assessment at the three age/grade levels surveyed by NAEP—9-, 13-, and 17-year-olds as well as fourth, eighth, and twelfth grades.

To be responsive to the many points of view, interests, and priorities found in American education, NAEP has based the 1988 assessment of United States history on a framework described here which was developed through a comprehensive review process. Using the topic guidelines developed for the 1986 Foundations of Literacy* assessment, NAEP's Learning Area and State Advisory Commit-

Foundations of Literacy: A Description of the Assessment of a Basic Knowledge of United States History and Literature (Booklet No. 17-HL-11). Princeton, NJ: National Assessment of Educational Progress, Educational Testing Service.

tees developed an expanded set of objectives to guide the development of the 1988 United States history assessment.

Following meetings by the two committees, staff and consultants collated their ideas, suggestions, and comments and prepared a draft of the objectives booklet for further review by teachers, school administrators, and state and district social studies curriculum coordinators. All contributors and reviewers were chosen to reflect the perspectives of people in various sizes and types of communities, from the nation's different geographic regions, and from various racial/ethnic groups.

The final statement does not reflect the views of every individual who participated in the development and review processes, but it does represent, as nearly as possible, the consensus obtained from those participating in it.

The Purpose of United States History in the Curriculum

Current national concern with K-12 school reform has focused renewed attention on the teaching of United States history. Named by the National Commission on Excellence in Education as one of the five "New Basics," history plays a major role in helping students understand the world in which they live.

The study of United States history should accomplish two goals. First, it should provide students with knowledge of the basic chronology of America's story: the major events, personages, documents, and scholarly interpretations of continuity and change in the United States, and the important interrelationships of political, social, intellectual, and economic forces in American life. Second, it should develop vital learning skills such as an understanding of how facts are selected, reconstructed, and interpreted in the effort to establish a comprehensive record of the past.

It is important that children be familiar with the basic time-line and significance of the main issues of United States history and the key roles American men and women played in effecting social, political, and economic change. These form the basis of our national identity and give us a perspective about the successes and failures of our country. The context for human life in a particular time and place provides a special perspective for understanding relationships among the government, law, economics, the arts, and social life.

The Objectives Framework

The framework for what young people should understand about the American past is organized in three dimensions, each of which constitutes an objective for the assessment:

- ★the *chronology* of people, events, documents and interrelationships that form our nation's history;
- ★the *context* of American political, economic, cultural, social, family, and intellectual life within each chronological period and how these interact and change over time; and
- ★the *reasoning skills* necessary to understand how the record of the past is interpreted and reconstructed.

Together these dimensions help define the major objectives of United States history education and provide guidance for developing exercises to assess students at age 9/grade 4, age 13/grade 8, and age 17/grade 12. This framework of chronology, context domains, and associated reasoning skills also may be useful to those who develop curricula in their consideration of scope and priorities.

History is the integrated narrative, description, and

analysis of past events and of change over time, the collective memory of a society, based not on myth or ideology but on the historian's conscious effort to ground this memory on as much of the truth about the past as can be ascertained. In studying the chronology of our nation's past, students should understand how history is reconstructed, that is, the techniques necessary to determine historical facts and make inferences, the approaches needed for the development and testing of hypotheses and theories, and the different materials used as historical sources.

By learning the scholarly interpretations of historic change in the United States, students can gain a sense of how facts are selected and interpreted in the effort to maintain a cohesive record of the past. Further, students need to examine conflicting interpretations of particular aspects of the past to understand the tentative nature of knowledge about history and to appreciate how history is written.

Objective one

Chronology of Events, Persons, and Documents

Because time is a distinguishing feature of history, most historical accounts are organized into different time periods. The scheme used by a historian depends very much on the type of history that is being written. Thus, an economic historian might use the term "pre-industrial period" to describe what a political historian would call "the colonial period." The most frequently used time classification in United States history textbooks is based largely on the major political events that shaped the direction of the national government. Students should know this basic organizational scheme by the time they leave high school. They also should understand, however, that the use of this scheme is a convenience and somewhat arbitrary and that other organizational perspectives are equally as valid.

Although the "facts" of history—isolated events, dates, persons, and documents—do not in and of themselves constitute history, students must understand that they cannot obtain meaning from the narrative of history *unless* they deal with the evidence, which includes the chronology of the events, persons, and documents that have been selected as most influential within a given historical period.

The following outline of chronological periods of United States history includes topics the NAEP commit-

tees deemed of central importance to an understanding of each time period. The committees recognized that the eight broad periods of United States history described in the chronology are not equally relevant to the curriculum of the 4th, 8th, and 12th grades or equally appropriate for examination by students of the three age groups. A detailed specification of topics within each chronological period, intended to be illustrative, but not comprehensive, is presented below. This specification represents the pooled efforts and concerns of reviewers asked to help develop this document (see p. 32). All topics were identified by grade-level appropriateness, as suggested by the reviewers.

HISTORICAL PERIODS

I. Exploration and Colonization: up to 1763

A. Geographic Context
B. The First Americans
C. European Exploration
D. Colonial Development

II. The Revolutionary Era, the Constitution, and the New Republic, 1763-1815

A. Crisis and Independence
B. The Constitution and the Bill of Rights
C. Establishing the New Nation

III. Economic and Social Development of the Antebellum Republic, 1790-1861

A. Economic Expansion
B. Industrialization
C. Political Development
D. Intellectual and Cultural Life in the Republic
E. The Problem of Slavery
F. The New West

IV. Crisis of the Union: Origins of the War, the War, and Reconstruction, 1850-1877

A. "Manifest Destiny" and Expansionism
B. Emerging Conflict between North and South
C. The Civil War
D. Reconstruction and Constitutional Transformation

V. The Rise of Modern America and World War I, 1877-1920

A. Economic Expansion
B. Political Movements
C. Civil Rights and the Constitution
D. American Overseas Expansion and Empire
E. World War I

VI. The United States, 1920-1941

A. The 1920's
B. The Great Depression
C. The New Deal

VII. World War II and the Postwar Era, 1931-1968

A. World War II
B. The Cold War Era
C. Political and Constitutional Change
D. Economic, Social, and Cultural Developments after 1945

VIII. Modern Post-Industrial Era: 1968 to the Present

A. Political Change
B. International Policies and Forces
C. Technological and Economic Change
D. Social and Cultural Change

Objective two

Historical Contexts

While an understanding of the chronology of the events that shaped our nation's history provides an important and useful way to organize the past and make sense of the relationships among people and circumstances, a knowledge of basic facts about people, places, documents, dates, and things that have happened is meaningless without a sense of the political, intellectual, cultural, social, and economic spheres that weave the context of United States history. Students need to understand the background against which events occur and how each of these contexts can provide its own significant story. They also should come to understand how change in any one context may result in change in other sections. Because information about United States history should be seen in relation to these major trends and developments, each section of the chronology takes care to include the contexts discussed below.

Political Life. Information about the political sphere includes the major wars and conflicts that have affected our nation, as well as major domestic and foreign accomplishments and incidents. International affairs, foreign policy, significant political figures, and the variety of political movements that have shaped our country's growth form an important sphere of understanding history.

Economic Life. Students should have an understanding of the impact of industrial developments, including the evolution of the work force and labor unions, as well as the major economic trends throughout the history of the United States and how they have affected people and policy decisions. Further, students should be equally familiar with a number of the important technological discoveries and inventions that originated in our country and how these have affected our lifestyles.

Cultural, Social, and Family Life. Students should be knowledgeable about important migration and immigration trends, the impact that these have had on our nation's cultural heritage, and how they influence the present. Students should also understand how people's beliefs and philosophical traditions change over time and how these have affected the growth, attributes, and complexity of our national culture. Our history also concerns issues such as civil and individual liberties, equality of opportunity, the tensions between groups of people, the need to help the less fortunate, and the accommodations reached between majority and minority interests. Therefore, students should understand that there are similarities and differences among people and that these can lead to conflict or to conflict resolution. Similarly, students should be aware of the importance of religion and religious freedom in American life. Finally, the role of the family as a vehicle for the transmission of traditions and ideas should be emphasized. Students should be aware that changes in the family structure over time affect how ideas are transmitted and also reflect changes in traditions and values.

Intellectual Life. Intellectual advances and achievements in the arts also form an important part of U.S. history because they influence how we interpret and understand both current and prior events.

Objective three

Reasoning Skills

The reasoning skills dimension of the objectives framework defines two general types of cognitive skills necessary for finding, organizing, creating, evaluating, and communicating knowledge and understanding gained from the study of history.

These skills, often referred to as thinking skills, describe cognitive actions taken by students to expand their existing knowledge base and extend inquiry.

Reference Skills and Knowledge. Students need to know and be able to recall where and how people lived, why they chose to do certain things and not others, and how events came to be. They also need to know how to extend their existing knowledge base by asking appropriate questions, collecting relevant data from written primary and secondary sources (documents, literature, newspapers, journals, and textbooks), from people (oral histories), and from artifacts (maps, charts, works of art, music, buildings, photographs, old toys and tools, etc.).

Interpretation. Interpretation goes beyond rote memorization and involves an understanding and comprehension of the association of ideas and the perception of relationships. Interpretation involves the ability to define and clarify evidence, to make inferences from incomplete information, to summarize and synthesize presented materials, to judge the validity of information and empiri-

cal evidence relevant to the problem, to judge the validity of relevant theory, and to analyze information and draw conclusions. Students should understand that the same skills of interpreting information used by the historians who write their textbooks are also used by students in the study of textbooks and other classroom materials. Students must recognize that there are different ways of knowing, describing, and explaining the human condition, including empirical and intuitive methods.

Assessment topics

The NAEP committees did not intend that the following list be considered complete or definitive nor to imply that any curriculum should include all specified topics. However, the included subjects were deemed of central importance to teaching objectives in the field of history and are listed to guide the development of questions for the assessment.

One noticeable feature of the listing is that there is more detail in the specification of topics for Historical Periods VII and VIII. The reason for this is that typically the post-World War II period is covered less completely both in courses and in textbooks. It is also important to recognize that the topics cited for the most recent decade very much reflect current social and economic concerns. Therefore, the topics included here were identified to better inform curriculum developers and teachers when teaching these time periods.

Each topic is accompanied by a recommendation as to its appropriateness for each of the three grade levels in the assessment as determined by the consensus opinion of the NAEP reviewers. (Recommendations for the topics have been made by placing a • in the column under the appropriate grade(s).) However, the complexity with which these topics are presented in the assessment will vary depending upon the grade level assessed. Because many topics are introduced in the elementary grades and studied in more depth during the middle and high school

years, a given topic can be appropriate for all three grade levels, but with a different degree of sophistication intended. No one student, however, is expected to have been exposed to all topics.

The committee recommendations for grade level emphasis in the assessment across the eight historical periods follow:

Approximate Percentage Distribution of Exercises by Grade Levels and Historical Periods

	Grade		
	4	**8**	**12**
I. Exploration and Colonization: up to 1763	20%	15%	10%
II. The Revolutionary Era, the Constitution, and the New Republic, 1763-1815	15	15	15
III. Economic and Social Development of the Antebellum Republic, 1790-1861	10	10	15
IV. Crisis of the Union: Origins of the War, the War, and Reconstruction, 1850-1877	10	10	10
V. The Rise of Modern America and World War I, 1877-1920	10	15	15
VI. The United States, 1920-1941	10	10	10
VII. World War II and the Post-War Era, 1931-1968	10	10	10
VIII. Modern Post-Industrial Era: 1968 to the Present	15	15	15

Because of time constraints in the assessment situation and other limitations, NAEP cannot include questions on all the appropriate topics. The final selection of items for the assessment was based on a careful balancing of a number of requirements: the need to repeat enough questions from previous assessments to be able to report

on changes over time; the need to meet distribution specifications with respect to chronological periods, historical context, and cognitive skills; and the need to provide items over a wide range of difficulty. Within these constraints, the choice among questions will be based on professional judgments with respect to the quality of individual items and the importance of what each measures.

HISTORICAL PERIODS

	Grade 4	8	12
I. Exploration and Colonization: up to 1763			
A. Geographic Context			
1. Natural resources and geography of the Americas	•	•	
B. The First Americans			
1. Origins and character of the indigenous societies	•	•	•
C. European Exploration			
1. Factors contributing to European expansion		•	•
2. Major colonizing nations and explorers	•	•	
3. Variety of imperial designs; imperial rivalries	•	•	
D. Colonial Development			
1. Impact on indigenous peoples		•	•
2. Factors contributing to colonization and immigration (social, economic, political, religious)		•	•
3. Nature and diversity of religious and ethnic groups		•	•
4. Origins of slavery and the slave trade			
a. Black social structure and community		•	•
b. Resistance to slavery		•	•

5. Types of colonial economies and patterns of economic development
   a. Influence of geography on development ..... • • •
   b. Urban and commercial development; agriculture ..... • •
   c. Labor force, patterns of employment • •
6. Political development in the English colonies
   a. Representative government and political rights ..... • • •
   b. Colonial legal systems ..... • •
   c. Imperial and internal conflicts ..... • •
7. Development of social structure ..... • •

II. The Revolutionary Era, the Constitution, and the New Republic, 1763-1815

A. Crisis and Independence
1. The heritage of political ideas ..... • •
2. The drive for autonomy, self-government, and colonial rights ..... • •
3. Economic and social factors in the Revolutionary crisis ..... • •
4. Imperial initiatives and colonial resistance, 1763-1776 ..... • •
5. Conduct and strategy of the war ..... • •
6. The Declaration of Independence ..... • • •
7. Government under the Articles of Confederation
   a. Problems and achievements ..... • •
   b. The Northwest Ordinance ..... • •

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B. The Constitution and the Bill of Rights
   1. The 1787 Convention
      a. Major compromises at the Convention ..... • •
      b. Leading political concepts (federalism, republicanism, limited government, separation of powers, ratification and amendment processes, general welfare and necessary-and-proper powers) ..... • •
   2. Perpetuation of slavery and its effects .. • •
   3. Ratification and Bill of Rights Amendments ..... • •

C. Establishing the New Nation
   1. Leading individuals..... • • •
   2. Formation of the new government ..... • • •
   3. The Federalist program and emerging opposition
      a. Hamiltonian and Jeffersonian policies..... • •
      b. Relations with Europe..... • •
   4. Judicial review and the Marshall Court.. • •
   5. The War of 1812 ..... • •
   6. Expansion
      a. Migration beyond the Appalachians . • •
      b. The Louisiana Purchase and western exploration ..... • •
      c. Economic relations with Europe and the problems of neutrality..... • •

III. Economic and Social Development of the Antebellum Republic, 1790-1861

A. Economic Expansion
   1. Land disposal policies and territorial governance..... •
   2. Commerce, urban patterns, and relation to agriculture and early manufacturing . • •
   3. Regional economic patterns..... •

4. The Transportation Revolution
   a. New technologies and construction . . • •
   b. Government intervention and support . . . . . •
5. Integration of a national economy by 1860 . . . . . • •
6. Social development in the expanding cities . . . . . • •

B. Industrialization
1. The early factory system . . . . . • •
2. Corporate law, business organization, and entrepreneurial leadership . . . . . •
3. Skilled and unskilled labor forces . . . . . • •
4. Relationships to the "Old Immigration" and urban change . . . . . • •

C. Political Development
1. Political and constitutional values and criticism . . . . . • •
2. Suffrage expansion and the women's rights movement . . . . . • •
3. Varieties of reform movements . . . . . • •
4. Political parties . . . . . • •
5. Cultural change and its impact on political life . . . . . • •
6. The war with Mexico and its impact . . . . • •

D. Intellectual and Cultural Life in the Republic
1. Development of an American literature . • •
2. Cultural and educational institutions . . . •

E. The Problem of Slavery
1. The plantation economy and southern expansion . . . . . • • •
2. The Missouri Compromise . . . . . • •
3. Abolitionism and the defense of slavery. • •
4. Black social and cultural life under slavery and in the free states . . . . . • •

F. The New West
1. The trans-Mississippi territories and the California gold rush . . . . . • • •
2. Southwest territories . . . . . • •

IV. Crisis of the Union: Origins of the War, the War, and Reconstruction, 1850-1877

A. "Manifest Destiny" and Westward Expansionism ..... • •

B. Emerging Conflict between North and South
   1. States' rights and nationalism
      a. The Nullification crisis ..... • •
      b. The Fugitive Slave Law ..... • •
      c. The Dred Scott case ..... • •
   2. Divergent sectional interests and issues • •
   3. The secession crisis ..... • •

C. The Civil War
   1. Union and Confederate mobilization and leadership ..... • •
   2. Conduct and strategy of the war ..... • •
   3. Wartime economic changes and policies ..... • •
   4. The Lincoln presidency ..... • • •
   5. Relations of President and Congress ... • •
   6. Dissent in the North ..... • •
   7. Emancipation Proclamation and the abolition of slavery ..... • • •
   8. Surrender at Appomattox ..... • •

D. Reconstruction and Constitutional Transformation
   1. Presidential and congressional reconstruction ..... • •
   2. Racial issues and the South
      a. Violence ..... • •
      b. The Black Codes ..... • •
      c. Civil Rights legislation ..... • •
   3. 13th, 14th, and 15th Amendments
      a. Impact on the federal-state balance of power ..... •
      b. Equal protection and due process ... • •

V. The Rise of Modern America and World War I, 1877-1920

A. Economic Expansion

1. Growth of specialization in agriculture	•	•
2. Industrialization	•	•
3. Mining and manufacturing growth	•	•
4. Corporate change and big business	•	•
5. Territorial expansion		
a. Transportation	•	•
b. Military conflict with American Indians: wars, treaties, and the reservation system	•	•
c. Mining frontiers	•	•
6. Urbanization and immigration		
a. Increasing scale and social diversity of cities	•	•
b. New sources of immigration	•	•
c. Urban politics and reform		•
d. Rural-urban migration	•	•
e. Changing cultural patterns	•	•
7. Cultural change, Harlem Renaissance, and the Gilded Age	•	•
8. Major inventions and their effects	•	• •
9. Labor and immigration		
a. Changing working conditions in industry	•	•
b. Labor unions as a political force		
i. Trade unionism versus industrial unionism		•
ii. Emergence of the American Federation of Labor		•
c. Changing employment structure and working conditions for women in the work force	•	•

B. Political Movements		
1. National party politics		
a. Patronage and civil service reform		•
b. Third-party movements		•
c. Political realignments in the 1890s		•
2. Populism	•	•
3. The Progressive Movement		
a. Programs of Theodore Roosevelt and Woodrow Wilson	•	•
b. Progressive innovations, municipal and state		
i. Economic and social regulation		•
ii. Judicial review by the courts		•
iii. Municipal franchises and reforms		•
iv. Direct democracy (referendum, etc.)	•	•
4. Nativism and Immigration Restriction		
a. Exclusion of Asians	•	•
b. National Origins Act	•	•
C. Civil Rights and the Constitution		
1. Failure of the Civil Rights Acts (loss of Black citizens' voting rights)	•	•
2. Segregation and Jim Crow laws		
a. Role of the courts and the Civil Rights cases	•	•
b. "The separate-but-equal" doctrine and *Plessy* v. *Ferguson*	•	•
3. Efforts at equality for members of minority groups and women		
a. Organization of the NAACP	•	•
b. American Indian rights organizations	•	•
c. Women's suffrage movements (state and national)	•	•

D. American Overseas Expansion and Empire

1. The expansionist movement in the United States	•	•
2. The Spanish-American War	•	•
3. Acquisition and governance of colonies	•	•
4. Interventions in Latin America		•
5. The anti-imperialist movement in United States politics		•

E. World War I

1. Origins of the war and United States involvement	•	•
2. The Wilson presidency	•	•
3. Economic, social, and military mobilization	•	•
4. Issues of free speech, press, and suppression of dissent	•	•
5. Conduct and strategy of the war		•
6. Problems of the postwar settlement		
a. The Versailles Treaty and the League of Nations	•	•
b. Germany		•
c. The U.S.S.R. and the Western allies	•	•
d. Economic effects of the settlement		•

VI. The United States, 1920-1941

A. The 1920s

1. Postwar reaction in the United States		
a. The "Red Scare" and civil liberties issues	•	•
b. Isolationism and the League of Nations issue	•	•
c. Civil Rights and race relations	•	•
2. Prohibition	•	•
3. Social Change	•	•
4. New movements in literature, music, and art	•	•
5. The Jazz Age	•	•

6. Economic change and its social effects
   a. Mass production ..... • •
   b. Impact of the automobile, electrical consumer goods, and the telephone • •
   c. Changes in occupational structure .. • •
   d. Regional economies (farm sector problems, industry and regional stagnation, rapid growth sectors) ... •
   e. Financial and corporate growth and instabilities ..... •
   f. Republican domestic and foreign policies..... •

B. The Great Depression
   1. Causes..... • •
   2. Social impact ..... • •
   3. State, federal, and private-sector responses, 1929-1933..... • •

C. The New Deal
   1. Franklin Delano Roosevelt and the modern presidency..... • •
   2. Effects of relief, recovery, and reform programs ..... • •
   3. Centralization of authority and new regulatory programs..... •
   4. Extension of collective bargaining rights (Wagner Act) ..... •
   5. Social Security and minimum wage legislation ..... • •
   6. Agricultural and resource conservation programs ..... • •
   7. New concepts and practice in fiscal policy ..... •
   8. The "Roosevelt coalition" in national politics
      a. The major parties ..... •
      b. Political opposition from the left and the right..... •
      c. Constitutional law and the Hughes Court ..... •
      d. New Deal diplomacy (Latin America, Asia, Europe) ..... •

VII. World War II and the Postwar Era, 1931-1968

A. World War II

1. Global depression and totalitarianism in the 1930s	•	•
2. United States "neutrality" policies and entry into the war	•	•
3. Conduct and sequence of the war	•	•
4. War mobilization and effects on the home front		
a. Return of full employment		•
b. Economic controls and rationing	•	•
c. Internment of Japanese Americans	•	•
d. Role and status of women in the work force	•	•
5. The Holocaust	•	•
6. Wartime diplomacy		
a. Inter-allied cooperation and conflict	•	•
b. Organization of the U.N.	•	•
7. Use of the atomic bomb	•	•

B. The Cold-War Era

1. Postwar confrontation and polarization	•	•
2. The Truman policies and the Marshall Plan	•	•
3. The Korean War and emergence of postrevolutionary China	•	•
4. Decolonization in Africa and Asia		•
5. Foreign policy in the Eisenhower and Kennedy years		
a. The Cuban Revolution and its consequences in Latin America and for U.S.-Soviet relations		•
b. Efforts at international arms agreements		•
c. The arms race and nuclear policy	•	•
d. European and Asian policies		•
e. Increasing involvement in Southeast Asia		•
f. Containment		•

C. Political and Constitutional Change

1. The Eisenhower, Kennedy, and Johnson presidencies
   a. Fiscal policy, tax issues, wage and price controls, and management of the economy ..... •
   b. Post-New Deal federal programs
      i. Expansion of Social Security and new federal medical programs ... •
      ii. Grants-in-aid to the states and impact on federalism ..... •
      iii. Education programs ..... • •
      iv. Space programs ..... • •
      v. The Johnson-period War on Poverty ..... • •
   c. McCarthyism and its effects on domestic politics ..... •
   d. Changing corporate organization and the issues of concentration and diversity in multinational business firms.. •
2. Civil Rights and equal protection
   a. Desegregation and the schools
      i. *Brown* v. *Board of Education* (1954) ..... • •
      ii. Desegregation in Little Rock ..... • •
   b. The new federal Civil Rights acts .... • •
   c. Judicial development of equal protection and due process: Vinson and Warren Courts
      i. Voting rights ..... • •
      ii. Equal access to public establishments, housing, and employment opportunities ..... • •
      iii. Equal protection and due process in the justice system (right to counsel, Fourth Amendment search and seizure decisions, exclusionary rule) ..... • •

D. Economic, Social, and Cultural Developments after 1945

1. Population growth and geographic shift	•	•
2. Income and its distribution		
a. Rise in general living standards	•	•
b. Persistence of poverty	•	•
c. Growth of a consumer goods economy and culture	•	•
d. Problems of the large cities	•	•
e. Expanding service sector		•
3. Educational expansion and opportunity	•	•
4. Changing status and role of minorities	•	•
5. Impact of television and mass communications	•	•
6. Suburbanization	•	•
7. Racial and urban violence	•	•
8. Liberalism and its critics		•
9. Vietnam Era, political and cultural protest and responses (domestic and global)	•	•
10. Postwar American literature and arts		•

VIII. Modern Post-Industrial Era: 1968 to the Present

A. Political Change

1. The Nixon, Carter, and Reagan elections	•	•
2. Conservatism and Republican Party control		•
3. Reforms of the presidential nominating and campaign financing process; impact on parties and voters		•
4. Strains in New Deal coalition; political development; the declining turnout of voters		•
5. Roles of minorities, youth, and women in politics	•	•
6. The Watergate affair and its aftermath	•	•
7. Debates of "new social issues" in the 1980's		•

B. International Relations
   1. The end of the Vietnam War and its repercussions ..... • •
   2. Attempts to limit the proliferation and stockpiling of conventional and nuclear weapons ..... • •
   3. Global interdependence
      a. The rise of multipolar politics; the opening to China; the Third World ... • •
      b. The non-aligned bloc and U.N. politics ..... •
      c. United States involvement in the Middle East and Africa ..... • •
      d. United States involvement in Latin America ..... •
      e. International economy and its impact on U. S. farming, manufacture, and the balance of trade ..... • •
   4. Issues of world resources and population
      a. Famines, health care, and population growth ..... • •
      b. Role of the American farm sector ..... • •
      c. Population control controversies ..... •
      d. The new environmentalist movement and its critics ..... • •

C. Technological and Economic Change
   1. Technical advances
      a. Materials and energy ..... • •
      b. Pharmacological and chemical breakthroughs ..... • •
      c. Space ..... • • •
      d. Electronic and computer technologies and the growth of entrepreneurship ..... • •
      e. Biotechnology ..... •
      f. Issues of technological change ..... • •
      g. Ethical issues ..... • •

2. New regulatory effort
   a. Health and safety legislation ..... • •
   b. Resource and environmental programs ..... • •
   c. Opposition and its sources ..... •
3. Impact on national economies
   a. New international economic competition and effects on United States economy and trade ..... •
   b. The agricultural sector ..... •
   c. Shifts in labor-force composition ..... •
   d. Completion of migration to metropolitan areas ..... •
4. Increases in the national debt and the trade deficit ..... •
5. Impact on education and lifestyles ..... •
6. Changes in regional patterns of economics ..... •
7. Global economic interdependence: trade deficits ..... •
8. The national debt ..... •

D. Social and Cultural Change
1. Changing family structures ..... • • •
2. Expanded roles for women and senior citizens ..... • • •
3. New immigration from Asia and Central and South America ..... • •
4. New ethnic and minority assertiveness and its critics ..... •
5. Reconsideration of liberalism and conservatism ..... •
6. The expansion of educational and research institutions ..... •
7. Educational problems and reform ..... • •
8. Transformations of popular culture: music, film, art, and the mass media ... • •
9. Persisting problems of drugs, alcohol, and crime ..... • • •

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The National Assessment appreciates the efforts of all of the individuals who contributed to the development of the 1988 United States History Objectives. Many educators, including university professors, history and social science researchers, classroom teachers, school administrators, and curriculum specialists, as well as concerned parents and lay persons, participated in developing and reviewing successive drafts. These objectives could not have been developed without their substantial involvement. The National Assessment wishes to extend its gratitude to all participants.

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